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AUTHOR Stanley, John
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ABSTRACT

The report describes an Ontario (Canada) project to establish standards for the written and oral languages of its natives, including two language families and 13 languages still present in the province. The project has two streams: (1) a series of language conferences intended to establish consensus within an entire community regarding standard written script and orthography, and (2) preparation and publication of bilingual dictionaries and reference grammars. The three conferences held to date are noted, targeted languages are listed, and issues in maintenance of geographically isolated languages are discussed briefly. The role of the Ontario government in language planning and in indigenous language and heritage maintenance, revitalization, and awareness-raising is also discussed. Appended materials include details of the individual language projects, Algonkian and Iroquoian language family charts, a list of aboriginal languages and first nations of Ontario, native literacy program enrollments and contact persons, a list of Ontario centers for the study of aboriginal languages, a list of Ontario schools offering aboriginal languages as a regular subject, a list of Ontario school districts offering native languages as a second language, and information on the reservation schools in which aboriginal languages are taught. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Aboriginal Language Standardisation Project

Progress Report

Literacy and Basic Skills Section
Workplace Preparation Division
May 1996

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ABORIGINAL LANGUAGE STANDARDISATION PROJECT

PROGRESS REPORT

Submitted by
John Stanley

Workplace Preparation Division
Ontario Training and Adjustment Board
May 1996

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Order Information:

Literacy and Basic Skills Section
Workplace Preparation Division
Ontario Training and Adjustment Board
625 Church Street, 3rd Floor
Toronto, Ontario
M4Y 2E8

416-326-5482 **Tel**
416-326-5505 **Fax**
416-326-5493 **TDD**

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I. The ALS Project

The Government of Ontario is committed to delivering education in Aboriginal languages. However, few of the Aboriginal languages native to Ontario have a standard, literary form. Language standardisation is a prerequisite to the development of quality materials and avoiding the fragmentation of Aboriginal languages. The Assembly of First Nations recently called for "establishing standards for the written and oral languages by approving terminology, developing dictionaries, and approving standard orthographies." The Project is intended to support this goal.

While many people assume that Aboriginal languages are strictly oral, writing systems exist for all of Ontario's thirteen languages. However, most languages have more than one writing system used. Anishinaabemowin has used two completely different writing systems, Roman and Syllabic. Aboriginal people are seeking to define and implement culturally appropriate curriculum and teaching methods to promote literacy in Aboriginal languages as well as in French and English.

The Literacy and Basic Skills Section has developed a multi-year proposal for Aboriginal language standardisation as part of its mandate for Aboriginal literacy. The Aboriginal Language Standardisation (ALS) Project has two streams. Stream A supports language conferences intended to establish consensus within an entire community regarding a standard written script and orthography.

Stream B is for Aboriginal languages which require the development of modern dictionaries and grammars in order to promote standardisation. In Stream B, OTAB, in co-operation with Ontario linguists, Elders, Aboriginal language specialists and teachers, translators as well as Aboriginal community organisations, co-sponsors the preparation and publication of dictionaries and grammars as the foundation for standard, literary languages.

A bilingual **dictionary** offers the following information:

- spelling (including variants);
- pronunciation (using some type of phonetic transcription);
- inflections (such as plurals of nouns or the past tense of verbs);
- parts of speech (such as noun and verb);
- the equivalent word or phrase in another language;
- usages (indicating whether a word is archaic or informal or limited to a specific territory); and
- etymology (the history of a word).

Bilingual dictionaries are written in two languages. They are intended for non-native speakers of a language and offer the equivalent words or phases of one language in another. They often contain some grammatical information as well as background material.

A reference grammar discusses:

- syntax (the ways in which words are combined);
- morphology (the internal structure of words);
- word formation (how words are made from more basic elements);
- phonetics (possible sounds and sound patterns);
- phonology (distinctive sounds and sound patterns);
- orthography (spelling conventions);
- vocabulary;
- semantics (the meanings of words and sentences); and
- pragmatics (the interpretation of utterances).

A reference grammar is intended for consultation. It is not meant to be read or studied from beginning to end. A distinction is often made between descriptive grammar and prescriptive grammar. Descriptive grammar **describes** the rules of a language, showing what actually occurs. Prescriptive grammar **guides** readers as to what is correct or incorrect. Many grammars contain both descriptive and prescriptive rules. Within Ontario's Native community, Elders have strong views about what is proper or improper. Most Aboriginal communities are guided by the opinions of Elders regarding language. A distinction is also made between formal grammars and functional grammars. Formal grammars describe the formal rules and structure of a language. Functional grammars also relate how a language is used in communication, discussing style and social roles.

What is ALS?

The Aboriginal Language Standardisation (ALS) Project is an example of language planning. The aim of this planning is to achieve a standard script and orthography for all of the thirteen Aboriginal languages present in Ontario. The ALS Project is not unique: there are numerous precedents.

In North America, two important examples of planning for Native language promotion and preservation come from Alaska and Greenland. In Alaska, the state legislature passed the Bilingual Education Act, 1972, which established the Alaska Native Language Center, Fairbanks. The Center has developed an extensive program for preserving and teaching the Aboriginal languages. By now, good writing systems have been developed for all Alaska native languages and books have been printed in most of them.

In Greenland, the Landsräd (legislative assembly) officially adopted a radically reformed orthography in 1973, beginning a process of making Greenlandic - closely related to the language spoken by Canada's Inuit peoples - fully capable of assuming the role of an official language.

Elsewhere, Australia and New Zealand have developed policies and practices which aim at giving a foundation for Aboriginal languages to develop.

ALS Achievements:

To date, 3 conferences have been funded through the ALS Project:

- the Mohawk Language Standardisation Conference took place in August 1993 at Tyendinaga,
- the Omushkego Syllabic Orthography Conference established a standard writing system for Ontario Cree and took place February 1996 at Moose Factory; and
- the International Anishinaabemowin Standardisation Conference, will establish a common script for the largest language of the Ojibway language group and will take place in August 1996 in Toronto.

The Project also supported a seminar to establish Algonkian Reference Materials Guidelines. This seminar took place in Thunder Bay and was attended by linguists working on Algonkian language projects sponsored under ALS as well as members from the Algonkian language communities.

In addition, the Project has funded 10 language activities, which will lead to bilingual dictionaries and reference grammars in Anihshininiimowin, Cayuga, Ontario Cree, Delaware, Mohawk, Nishnaabemwin, Oneida, Onondaga, Potawatomi, and Tuscarora.

In 1995/95, the Project funded the Ontario Cree conference as well as a dictionary and reference grammar in three languages: Ontario Cree, Mohawk, and Tuscarora. The Algonkian materials seminar was also supported in this fiscal year.

A map showing the First Nations and their languages of origin has been developed and is available from Publications Ontario. A revised version will be available in June 1996. In addition, a tool for assessing language knowledge at the community level was developed.

In March 1996, the University of Toronto Press produced the first ALS publication, the **Delaware-English, English-Delaware Dictionary** by John O'Meara. The next publications to be available will be the Anihshininiimowin dictionary by John Nichols, the Cayuga dictionary by Cindy John and Amos Key, the Delaware grammar by John O'Meara, Tuscarora dictionary by Blair Rudes, and the Oneida reference grammar by Karen Michaelson.

1. How many Native languages exist in Ontario?

a. Ontario's languages

Given the confusion within the field over the terms "language family," "language group," "language," and "dialect," at the beginning the ALS Project had to decide what were the languages now existing in Ontario. The Project identified two language families and 13 languages (not dialects) which were still present in Ontario.

The two language families are Algonkian and Iroquoian. There are seven Algonkian languages and six Iroquoian languages in Ontario.

The thirteen languages are:

Algonkian	Iroquoian
Anihshininiimowin* (Oji-Cree; Severn Ojibway)	Cayuga
Anishinaabemowin* (Northern Ojibway)	Mohawk
Algonquin	Oneida
Ontario Cree	Onondaga
Delaware	Seneca
Nishnaabemwin* (Southern Ojibway)	Tuscarora
Potawatomi	

* Anihshininiimowin, Anishinaabemowin, and Nishnaabemwin are all members of the Ojibway language group, a subdivision of the Algonkian language family. Although these three languages are sometimes treated as a single language, Ojibway, it was found in practice that the different writing systems and historical development of these three languages meant that the same educational materials could not be used in them. As a result, it was decided to treat Ojibway as a language group composed of three distinct languages.

b. Languages and Dialects

The Project reinforces this framework of 13 languages by supporting work with whole languages, not dialects. Although linguists have devoted much attention to the individual dialects of these languages, little work has been spent on defining the languages themselves. For that reason, the Project has focused on whole languages, not dialects.

Is a language simply the sum of its dialects? This question is not easily answered. Many linguists feel that the whole language cannot be studied until all of its dialects have been mapped. In normal practice, however, most languages have many dialects and many of these dialects have not been documented. For example, English has probably thousands of dialects and yet there were dictionaries of standard English long before the various English dialects were documented. Of course, most European languages had a political centre where the dialect became the accepted standard. Few North American languages had a similar experience, although Mohawk may be close. In the Mohawk language, there were dialects but they were not far apart and were mutually understood. Kahnawatake developed a script and orthography in the 1970s as well as a curriculum and immersion school in the 1980s. Its lead was followed by other Mohawk territories and its orthography became the basis for the standard accepted by the Mohawk people at the Mohawk Language Standardisation Conference held at Tyendinaga in August 1993.

Although most of the linguistic work which has been accomplished in Ontario's Native languages has been on various dialects, there is still much work to be done in this field of linguistics. On the other hand, linguists are running out of time as mother tongue speakers pass away: dialects and languages become endangered or extinct. Clearly compromises are in order.

Linguists cannot fully document every dialect of all 13 languages before developing dictionaries and reference grammars of each language. On the other hand, these activities offer an opportunity to collect as much vocabulary as possible and to document the different forms of a language. Realities of time and money dictate the need for a difficult balance between documenting dialects and developing the basic reference tools for language development, tools which inevitably set the future standards for what is acceptable usage in a language.

c. The Language Continuum and the Reserve system

Only three hundred years ago, Aboriginal languages were spoken throughout the territory now occupied by Ontario. Although there were differences across this wide expanse, the changes from one region to another were gradual, resulting in a language continuum. For example, although neighbouring regions might speak a slightly different form or dialect of Ojibway or Cree, the differences were not so great as to impede communication. However, as a speaker moved beyond neighbouring regions, the dialects became more difficult to understand. Finally, the distances between regions - and dialects - became so great that understanding between far removed dialects became a problem for mutual understanding. A Chippewa from Southern Ontario would find it quite difficult to understand an Oji-Cree from the Severn river valley of Northwestern Ontario, even though the languages they spoke were related.

This language continuum broke down under the influence of the reserve system introduced in the nineteenth century. From a huge swath of territory where a language continuum existed (Ojibway, Cree), the Native languages now were constrained by a system of reserves or First Nations territories. These "islands" of Native territory were often widely separated and the dialects began to move apart more quickly without the influence of close, neighbouring dialects to balance development.

There are parallels between language development on these "islands" of Aboriginal territory and the ecological development of islands widely separated by bodies of water.

Although this comparison can only be treated as a metaphor, there are some interesting parallels which are worth exploring:

1. Evolution on islands tends to be especially extravagant.
   The changes in Nishnaabemwin which have been documented since World War II have moved the language further from its relatives, Anihshininiimowin and Anishinaabemowin. In particular, linguists have noted a "syncopation" which eliminates syllables and vowels, making it quite different from its two relations.

   However, there is also normal linguistic interference when different peoples settle on the same territory. In Ontario, an example of such influence results from the settlement of the Potawatomi on the shores of Lake Huron in the early nineteenth century. The Potawatomi did not establish their own territories but rather settled among the Chippewa. As a result, the dialects of these First Nations were influenced by Potawatomi, even when Potawatomi itself eventually died out on these territories.

2. Ecological balance on islands tends to be especially precarious. Given the small populations which speak each particular dialect, the death of even a few Elders can change the language situation in a particular First Nation. In Southern Ontario, there are almost no mother tongue speakers under the age of 50. Isolated from one another, the First Nations territories seldom are in a position to reinforce the common language which they share.

3. Extinction on islands tends to be especially common. Since English has became the mother tongue of most Aboriginal people living in Ontario, there are few mother tongue speakers. This situation is especially true in southern Ontario where Europeans first began to settle three hundred years. As a result, when mother tongue speakers age and eventually die, the language itself disappears in certain First Nations. For example, even though Nishnaabemwin has many speakers in southern Ontario, there are many First Nations territories where Nishnaabemwin was once spoken but where it is now extinct. Other languages are even more imperilled: Potawatomi, Seneca, and Tuscarora have few speakers left in Ontario although there are pockets of speakers outside Canada. Delaware has only a handful of elderly mother tongue speakers left in the province and there are none outside Ontario.

The implications for Ontario's Aboriginal languages are clear:

1. Changes in language are occurring quickly.

2. Survival in any one territory is difficult because survival is based on a small and often elderly population.

3. Extinction is occurring. Based on demographic projects, within a generation all Iroquoian languages but Mohawk will be gone, not only from Ontario but from the planet.

ALS tries to re-establish the previous language continuum through a new consciousness and new links across the communities, such as conferences. At the two standardisation conferences which have already taken place, all First Nations with a common language of origin were represented, even when that language was no longer spoken in that territory.

Language is basic to culture and the promotion of a common, literary form of a language provides an important tool for preserving and promoting a common culture. These conferences have permitted participants to look beyond a particular First Nations territory. Conference participants recognise that their culture is not limited to a reserve but extends to a wide region, that language does not "belong" to a particular group but is shared throughout a common culture. Language gives a new basis to nationhood.

II. Why the Government of Ontario?

Literacy and Language Development

Since 1986, the Government of Ontario has recognised the need to support a province-wide network of literacy programs. From the beginning, there has been a Native component to the Ontario literacy system.

Literacy is intimately linked to language development. As noted by Victoria J. Baker in a paper delivered at the 1996 World Conference on Literacy in Philadelphia, "In general, to have literacy in the native tongue be judged as truly useful by minority language speakers, the appropriate reading material, inside and outside the school, must be available". Beyond Ontario, other jurisdictions have recognised this fundamental issue. The Labrador Inuit Committee on Literacy produced an Inuit-English dictionary in 1976 because it recognised that literacy could not be developed among the Labrador Inuit without basic linguistic tools available to adult learners.

Literacy only becomes worthwhile when there are materials to read in a language. Quality materials development only becomes possible if there is a large enough demand. Demand can only be large enough if an entire language community's needs are met. No dialect of any Ontario language is large enough to justify a press run high enough to produce high quality literacy materials at a reasonable cost.

Accountability Framework (1994)

In November 1991, under the Ministry of Education, the first step was taken to develop a framework for Ontario's literacy system. A meeting was held at Ontario Institute of Studies in Education, Toronto, of adult learners, literacy practitioners, and experts to provide a framework for consultation in the literacy field. Anglophone, Francophone, and Native literacy streams were all represented at this initial meeting.

The Native circle at the meeting proposed that literacy in Ontario's Aboriginal languages be recognised and promoted as a necessary element of literacy programming in the Native literacy field. All participants at the meeting agreed with this proposal and it was included in the framework used for consultation throughout the province in 1993. This consultation was managed by literacy umbrella organisations and involved thousands of literacy participants.

There was no opposition to this proposal during the consultation and it was included in the Accountability Framework presented to the Board of Directors of the newly established Ontario Training and Adjustment Board, which had been given responsibility for adult literacy.

In June 1994, the Board approved the Accountability Framework which included the principle:

> "We recognise the right of Ontarians to literacy education in a language of origin for Aboriginal peoples."

In order to make this principle operational and literacy education available in Aboriginal languages, literary forms for the 13 languages were needed. The Aboriginal Language Standardisation (ALS) Project was developed to meet this need which arose from the Accountability Framework. The Framework itself has been widely praised throughout the adult education field in North America.

Revitalisation

Given the past treatment of Aboriginal cultures and languages throughout the Western Hemisphere, the importance of language revival is widely recognised within and beyond the Native community. Dying languages have led to dying cultures. In order to promote Aboriginal development and revitalisation or even to maintain the current precarious situation and document what now exists, it is necessary to support efforts at language promotion and preservation.

> "Language is intrinsically connected to culture, itself a collective good - it is the bearer of conceptual frameworks and metaphors for conducting one's life, and it is the means of expressing a community's distinctive conception of beauty and truth. Although many aspects of a culture can be separated from the language in which they are imbedded, a language is always more than a neutral means of communication. Thus to protect a group's use of its language is to help significantly to foster its culture." Denise G. Réaume, "The Group Right to Linguistic Security," in **Group Rights** (Toronto: University of Toronto Press, 1994), p.127.

For Native Ontarians to have self-respect and to play a full role in Ontario society, Native culture and traditions must be respected by the Ontario government and Ontario society. Language is key to the survival of Native culture and culture is basic to Native community development. Being literate and fluent in their own languages is a matter of cultural integrity and survival for the Native people in Ontario.

Since 1993, the Ontario government has shown respect for this reality by supporting Aboriginal language development through the Aboriginal Language Standardisation Project.

Ontario Heritage

The Aboriginal languages of Ontario are the land's first languages and the only languages derived from this land. They contain its history and can teach us all something about the territory we share.

Many of the 13 Native languages spoken in Ontario are unknown anywhere else on our planet. Even when a language is spoken beyond the provincial boundaries, the number of speakers is usually so low that the death of a single Elder has an effect on the language community. When the Aboriginal languages are lost to Ontario, they are lost to the world. The knowledge which they contain dies with them.

The Aboriginal languages in Ontario represents a treasured patrimony. Citizens of Ontario - not just Aboriginal peoples - have a responsibility to safeguard this unique linguistic treasure which is present in our province.

Awareness Raising

Because of the history of the Aboriginal languages since European contact, even native speakers often are unaware of the history and structure of their own language. There is little linguistic experience within the Native community because few Aboriginal Ontarians had an opportunity to acquire linguistic training in universities, where linguistics is normally taught.

This lack of linguistic awareness has led to confusion about the use of terms like "dialect" or even "language." However, it has also meant that the people documenting these languages are almost invariably outsiders, not only to the Aboriginal community but often also to Ontario!

Furthermore, in universities Native languages are often treated as an element of anthropology or as simply samples for linguistic theory. Although European languages are invariably studied in distinct language and literature departments, Aboriginal languages are the responsibility of Anthropology or Linguistic Departments. In some Ontario universities, there are Native Studies departments. However, the opportunities for in depth language study are extremely limited. Usually, languages are offered for no more than two years of study when most European languages are offered for four years. There are few credit courses offered in post-secondary institutions and there are few scholars at work in Ontario universities who have experience in the Algonkian and Iroquoian languages which are Ontario's heritage.

The ALS Project encourages and supports partnerships between linguists and Native language community. All activities are funded through a co-sponsorship agreement between the Government of Ontario and Native organisations, usually First Nations. The Project also encourages the training of native speakers in linguistic methods by ensuring the involvement of Aboriginal Ontarians in the management and development of these language activities.

An important side effect of these activities is increasing the involvement of native speakers in the documentation of and research on their own languages, giving them practical linguistic experience. As an increasing number of Aboriginal Ontarians acquire a post-secondary education, it is hoped that they acquire the linguistic training which will enable each Native language community to draw on its own resources for language study and promotion.

Finally, by promoting the development of comprehensive reference works, the Project intends to lay a firm foundation for the further study of Ontario's Aboriginal languages.

III. Government's Role

There are many reasons why the Ontario Government supports the development of standard, literary forms of the 13 Aboriginal languages in Ontario. However, careful thought has been given regarding the government's role in providing such support.

Part of the answer can be found in the co-sponsorship agreements signed over the past three years. The Government is a full partner with the Native organisation, whether a First Nations government or an Aboriginal cultural agency. A third element is provided by the academic community. In most cases, the consulting linguist is from a university and receives no compensation for the work undertaken, other than having expenses covered. This approach has been followed because university faculty already receive a salary which covers teaching and research activities.

As a result of this three-cornered partnership, government's role has evolved in the course of the Project. The ALS Project co-ordinator has sometimes become a **facilitator** between linguists and the language community. Although today's linguists have great sympathy for the communities with which they work, some members of the community regard linguists as outsiders. Elders sometimes lose patience for the linguists' painstaking approach, involving constant repetition and frequent verification. Native informants can sometimes feel embarrassed if they are asked questions regarding language structure or particular vocabulary to which they do not have an answer. Government therefore sometimes has a role of facilitating the relations between a linguist and a community in order to smooth over such difficulties.

Government also has a role as **administrator** of the agreements. Just as government is bound by the co-sponsorship agreements so too are the Native signatories. The ALS Project Co-ordinator has a responsibility to ensure compliance with the co-sponsorship agreement's terms as well as with government policies and regulations.

Government also has an interest as **promoter**. It promotes awareness of Native languages but it also encourages the use of Canadian standards in the reference works which it has funded. For example, the government has policies on the use of Canadian spelling. Spellings using -our (labour, honour) are required in government usage by an order-in-council of 12 June 1890. Of course, there are also other spellings common in Canada: -re (centre, kilometre), single l (enrol) as well as spellings for specific words, such as licence (noun) and license (verb), cheque, whisky. The metric system of weights and measures has official status so its use is favoured in publications sponsored by government. These standards give direction to linguists in developing dictionaries and grammars.

IV. Conclusion

The Aboriginal Language Standardisation (ALS) Project presents a unique opportunity to lay the foundations for effective materials development in a standard, literary form for Ontario's 13 Aboriginal languages. This standardisation will ensure that the tools used in Native literacy and educational programs will be accessible and useful to all people learning to read and write these languages, whether a mother-tongue speaker or second-language learners.

The partnership between the Ontario government and Native co-sponsors should provide the foundation for a new stage in Native language development as well as for a new era in cultural growth.

Appendices

ALS Co-Sponsorship Agreements

Stream A

1. Mohawk Conference
2. Anishnaabemowin Conference
3. Ontario Cree Conference

Stream B

1. Delaware dictionary and grammar
2. Anihshininiimowin grammar
3. Nishnaabemwin grammar
4. (1) Cayuga dictionary and grammar
4. (2) Potowatomi dictionary and grammar
5. Oneida dictionary and grammar
6. Onondaga dictionary and grammar
7. Anihshininiimowin dictionary
8. Tuscarora dictionary and grammar
9. Mohawk dictionary and grammar
10.
11. Ontario Cree dictionary and grammar

ALS Co-Sponsorship Agreements

Language:	Anihshininiimowin
Project: B-2 B-7	Bilingual Dictionary Reference Grammar
Date:	Co-sponsorship agreement signed 9 March 1993 Co-sponsorship agreement signed 21 February 1994
Co-sponsor:	Northern Nishnawbe Education Council (NNEC) and Slate Falls District Area School Board
Project Co-ordinator:	Prof. John Nichols, University of Manitoba Winnipeg, Manitoba
OTAB Commitment:	Dictionary: $50,000 Grammar: $84,500
Expected Date of Completion:	Dictionary: June 1996 Grammar: December 1997
Status:	Dictionary: Manuscript submitted to NNEC Grammar: Field work begun

Language:	Anishnaabemowin
Project: A-2	Ojibway Language Standardisation Conference
Date:	Co-sponsorship agreement signed on 13 February 1995
Co-sponsor:	Lac Seul First Nation
Project Co-ordinator:	Pat Ningewance, Lac Seul First Nation
OTAB Commitment:	$250,000
Expected Date of Completion:	Conference to take place in August 1996
Status:	Agreement signed. Consultation completed.

Language:	Cayuga
Project: B-4-1	Bilingual Dictionary and Grammar
Date:	Co-sponsorship agreement signed 2 September 1993
Co-sponsor:	Six Nations of the Grand River [Council Resolution No. 14 - 28 June 1993] and Sweetgrass First Nations Language Council, Inc.
Project Co-ordinator:	Cindy John Linguistic advisor: Prof. Carrie Dyck, Memorial University, St. John's, Newfoundland
OTAB Commitment:	$103,950
Expected Date of Completion:	Dictionary - March 1996 Grammar - December 1996
Status:	Dictionary: manuscript submitted. Carrie Dyck is preparing draft text of grammar.

Language:	Delaware
Project: B-1	Dictionary and Grammar
Date:	Co-sponsorship agreement signed 4 March 1993
Co-sponsor:	Delaware Nation Council and Lakehead University
Project Co-ordinator:	Prof. John O'Meara, Lakehead University, Thunder Bay, Ontario
OTAB Commitment:	$112,200
Expected Date of Completion:	Dictionary - 31 May 1994; Grammar - 31 May 1995
Status:	Dictionary published by University of Toronto Press Grammar submitted to Delaware National Council.

Language:	Mohawk
Project: A-1	Mohawk Language Standardisation Conference
Date:	Co-sponsorship Agreement signed on 2 February 1993
Co-sponsor:	Tyendinaga Mohawk Territory; Mohawk Council of Ahkwesàhsne; Wahta Mohawk First Nation; and Six Nations of the Grand River
Project Co-ordinator:	Dorothy Lazore, Ahkwesàhsne
OTAB Commitment:	$103,000 (also CTR - $5,000 and CIT - $10,000)
Expected Date of Completion:	Conference took place from 17 to 20 August 1993
Status:	Conference Report being translated into Mohawk prior to submission to 5 co-sponsors

Language:	Mohawk
Project: B-9	Dictionary and Grammar
Date:	7 July 1995
Co-sponsor:	Mohawk Council of Ahkwesáhsne, the Tyendinaga Mohawk Territory, the Wáhta Mohawk First Nation, and Six Nations of the Grand River
Project Co-ordinator:	Dan Thompson, Ahkwesáhsne Curriculum Development Centre, Cornwall Linguist: Prof. Marianne Mithun, University of California at Santa Barbara
OTAB Commitment:	$124,400
Expected Date of Completion:	31 December 2000
Status:	Linguist engaged

Language:	Nishnaabemwin (Odawa/Chippewa)
Project: B-3	Reference Grammar
Date:	Co-sponsorship Agreement signed on 17 December 1993
Co-sponsor:	Walpole Island First Nation
Project Co-ordinator:	Prof. Randy Valentine, University of Wisconsin at Madison
OTAB Commitment:	$51,700
Expected Date of Completion:	December 1996
Status:	Field work to collect data under way

Language:	Oneida
Project: B-5	Dictionary and Grammar
Date:	Co-sponsorship agreement signed 3 December 1994
Co-sponsor:	Onyota'a:ka First Nation
Project Co-ordinator:	Prof. Karen Michelson, State University of New York at Buffalo, Buffalo, N.Y.
OTAB Commitment:	$68,200
Expected Date of Completion:	Dictionary and Grammar - 31 December 1997
Status:	Grammar field work completed.

Language:	Onondaga
Project: B-6	Dictionary and Grammar
Date:	co-sponsorship agreement signed 23 January 1995
Co-sponsor:	Six Nations of the Grand River and Woodland Cultural Centre
Project Co-ordinator:	Dr. Hanni Woodbury, Hannover, New Hampshire
OTAB Commitment:	$94,600
Expected Date of Completion:	Dictionary and Grammar - 31 December 1998
Status:	Field work continuing.

Language:	Ontario Cree
Project: A-2	Ontario Cree Conference
Date:	15 May 1995
Co-sponsor:	Mushkegowuk Council, Moose Factory
Project Co-ordinator:	Greg Spence, Mushkegowuk Council
OTAB Commitment:	$199,661
Expected Date of Completion:	February 1996
Status:	Conference held Report being drafted for submission to co-sponsors

APPENDIX 1

Language:	Ontario Cree
Project: B-11	Dictionary and Grammar
Date:	21 February 1996
Co-sponsor:	Mushkegowuk Council, Moose Factory
Project Co-ordinator:	Greg Spence, Mushkegowuk Council Linguist: Marguerite McKenzie, Memorial University, St. John's
OTAB Commitment:	$161,114
Expected Date of Completion:	Dictionary - 30 June 2001 Reference Grammar - 30 June 2003
Status:	Linguist engaged

Language:	Potawatomi
Project: B-4-2	Dictionary and Grammar
Date:	Co-sponsorship Agreement signed on 3 November 1993
Co-sponsor:	Walpole Island First Nation
Project Co-ordinator:	Prof. Richard Rhodes, University of California at Berkeley Laura Buszard-Welsher, Linguistic Researcher, Chicago, Illinois
OTAB Commitment:	$45,000
Expected Date of Completion:	September 1998
Status:	Agreement signed between Walpole Island and Hannahville Indian Community, Michigan Potowatomi Language Committee composed of: Hannahville Indian Community (Michigan); Huron Band Potowatomi (Michigan); Forest County Potowatomi (Wisconsin); Walpole Island First Nation (Ontario); Citizen Band Potowatomi (Oklahoma); Prairie Band Potowatomi (Kansas); Pokagon Band Potowatomi (Michigan) Field Work under way in Michigan

APPENDIX 1

Language:	Tuscarora
Project: B-8	Dictionary and Reference Grammar
Date:	8 May 1995
Co-sponsor:	Woodland Cultural Centre, Brantford
Project Co-ordinator:	Dr. Blair Rudes
OTAB Commitment:	$95,425
Expected Date of Completion:	30 June 1998
Status:	Dictionary manuscript ready for submission in October 1996 Reference Grammar field work, Summer 1997

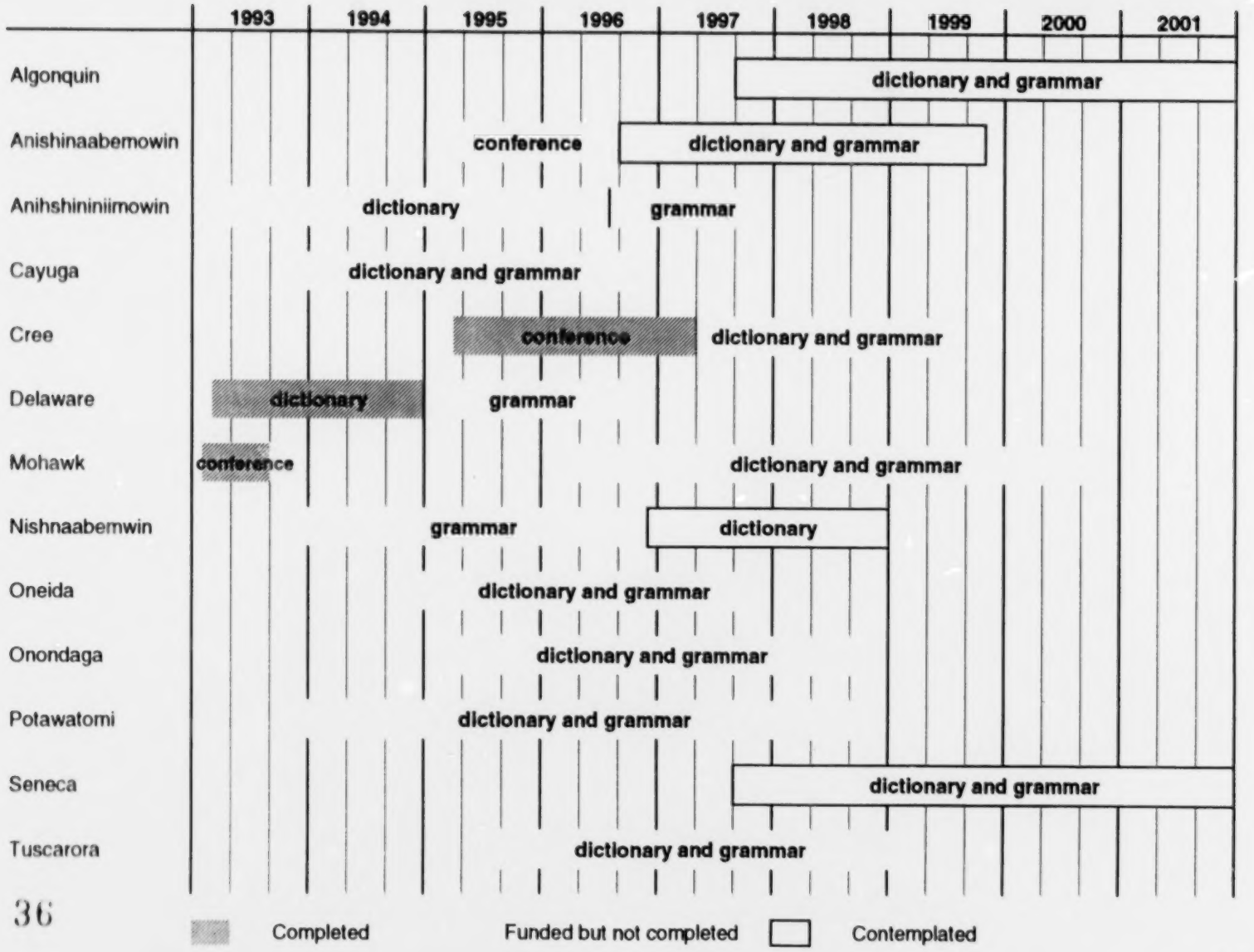
APPENDIX 2

ALS Project Tasks

Languages	Standardisation Conference	Dictionary	Grammar	Materials Development	Terminology Committee
Algonquin		✖	✖		
Anihshininiimowin		●	●	✖	✖
Anishinaabemowin	●	✖	✖	✖	✖
Cayuga		●	●	✖	✖
Cree	✔	●	●	✖	✖
Delaware		✔	✔	●	
Mohawk	✔	●	●	✖	✖
Nishaabemwin		✖	●	✖	✖
Oneida		●	●	✖	✖
Onondaga		●	●	✖	
Potawatomi		●	●	✖	
Seneca		✖	✖	✖	
Tuscarora		●	●	✖	

✔ Completed ● Funded ✖ Needed

ALS Project Task Timeline



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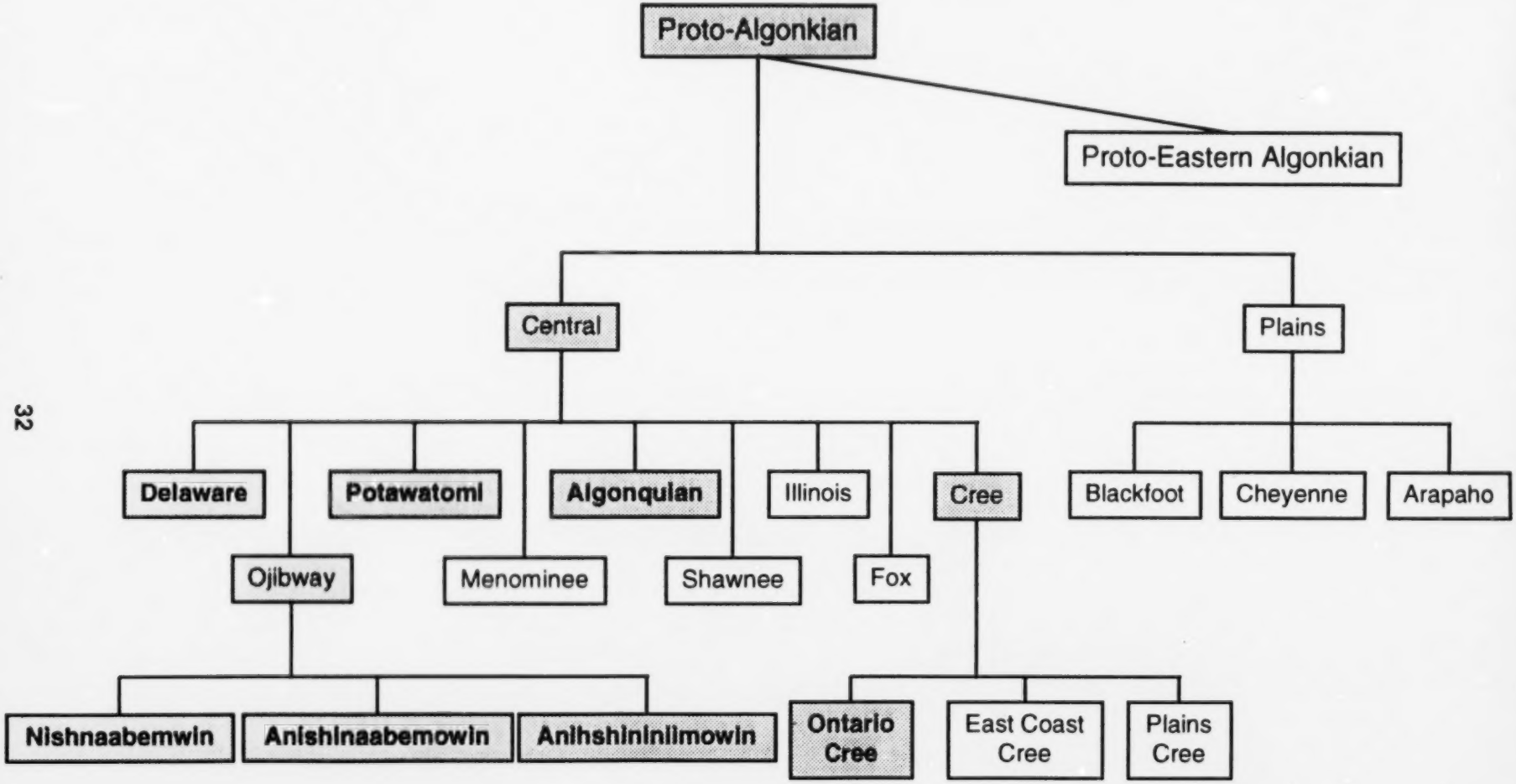
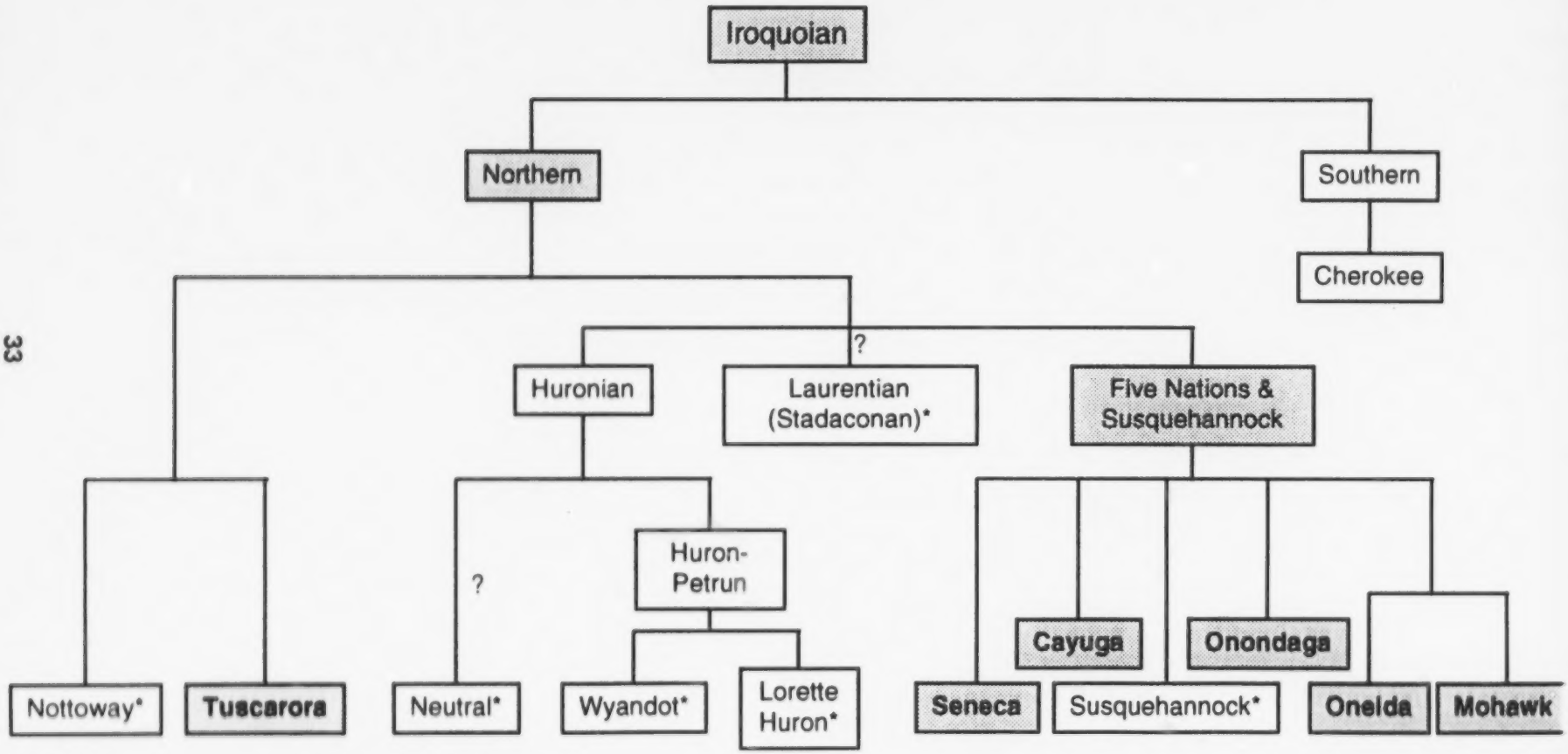
The Algonkian Language Family



Ontario languages are noted in bold typeface

Based on Ives Godard, "Eastern Algonquian Languages", *Handbook of North American Indians*, Vol. 15. (Washington, D.C.: Smithsonian Institute, 1978), p. 70.

The Iroquoian Language Family



Ontario languages are noted in bold typeface

*extinct

Based on Floyd G. Lounsbury, "Iroquoian Languages", *Handbook of North American Indians*, Vol. 15. (Washington, D.C.: Smithsonian Institute, 1978), p. 336.

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APPENDIX 5

Aboriginal Languages *and* First Nations of Ontario

	First Nation [1]	Population [2]	Aboriginal Languages Spoken [3]
1.	Alderville	239	Nishnaabemwin
2.	Aroland	285	Anishinaabemowin
3.	Attawapiskat	1,128	Cree
4.	Bearskin Lake	417	Anihshiniimowin
5.	Beausoleil	554	Nishnaabemwin
6.	Beaverhouse	200	Anishinaabemowin
7.	Big Grassy	163	Anishinaabemowin
8.	Big Island	61	Anishinaabemowin
9.	Big Trout	830	Anihshiniimowin
10.	Brunswick House	114	Anishinaabemowin
11.	Caldwell	167	Potowatomi
12.	Cat Lake	426	Anishinaabemowin
13.	Chapleau Cree	223	Cree
14.	Chapleau Ojibway	25	Nishnaabemwin
15.	Chippewas of Georgina Island	142	Nishnaabemwin
16.	Chippewas of Kettle & Stony Point	798	Nishnaabemwin, Potawatomi
17.	Chippewas of Nawash	607	Nishnaabemwin, Potawatomi
18.	Chippewas of Rama	442	Nishnaabemwin
19.	Chippewas of Sarnia	605	Nishnaabemwin, Potawatomi
20.	Chippewas of Saugeen	651	Nishnaabemwin
21.	Chippewas of The Thames	778	Nishnaabemwin
22.	Cockburn Island	75	Nishnaabemwin
23.	Constance Lake	730	Cree

APPENDIX 5

	First Nation [1]	Population [2]	Aboriginal Languages Spoken [3]
24.	Couchiching	458	Anishinaabemowin
25.	Curve Lake	751	Nishnaabemwin
26.	Dalles	24	Anishinaabemowin
27.	Deer Lake	585	Anihshiniimowin
28.	Delaware of the Thames (Moravian)	360	Delaware
29.	Dokis	183	Anishinaabemowin
30.	Eabametoong (Fort Hope)	813	Anishinaabemowin
31.	Eagle Lake	159	Anishinaabemowin
32.	Fort Albany	850	Cree
33.	Fort Severn	305	Cree
34.	Fort William	506	Anishinaabemowin
35.	Garden River	901	Anishinaabemowin
36.	Ginoogaming	179	Anishinaabemowin
37.	Golden Lake, Algonquins of	329	Algonquin
38.	Grassy Narrows	525	Anishinaabemowin
39.	Gull Bay	336	Anishinaabemowin
40.	Henvey Inlet	135	Anishinaabemowin
41.	Hornepayne	128	Anishinaabemowin
42.	Kasabonika Lake	527	Anihshiniimowin
43.	Kashechewan	1,180	Cree
44.	Kee Way Win	392	Anihshiniimowin
45.	Kingfisher Lake	313	Anihshiniimowin
46.	Lac Des Milles Lacs	344	Anishinaabemowin
47.	Lac La Croix	235	Anishinaabemowin
48.	Lac Seul	603	Anishinaabemowin
49.	Lake Nipigon Ojibway	115	Anishinaabemowin
50.	Lansdowne House	222	Anishinaabemowin
51.	Long Lake #58	321	Anishinaabemowin
52.	MacDowell Lake	17	Anihshiniimowin
53.	Magnetawan	49	Anishinaabemowin

	First Nation [1]	Population [2]	Aboriginal Languages Spoken [3]
54.	Marten Falls (Ogoki Post)	201	Anishinaabemowin
55.	Matachewan	55	Anishinaabemowin
56.	Mattagami	116	Anishinaabemowin
57.	Michipicoten	52	Anishinaabemowin
58.	Mississauga #8	364	Anishinaabemowin
59.	Mississauga of the New Credit	627	Nishnaabemwin
60.	Mississauga of Scugog	21	Nishnaabemwin
61.	Mocreebec Indian Government	950	Cree
62.	Mohawk Council of Ahkwesahsne	8,500	Mohawk
63.	Mohawks of the Bay of Quinte (Tyendinaga)	1,831	Mohawk
64.	Moose Deer Point	88	Nishnaabemwin
65.	Moose Factory	1,214	Cree
66.	Munsee-Delaware	143	Delaware
67.	Muskrat Dam	220	Anihshiniimowin
68.	Naicatchewenin	186	Anishinaabemowin
69.	New Osnaburgh	728	Anishinaabemowin
70.	New Post	145	Cree
71.	New Slate Falls	98	Anishinaabemowin
72.	Nibinamik (Summer Beaver)	283	Anishinaabemowin
73.	Nicickousemenecaning	96	Anishinaabemowin
74.	Nipissing	539	Anishinaabemowin
75.	North Caribou Lake	577	Anihshiniimowin
76.	North Spirit Lake	218	Anihshiniimowin
77.	Northwest Angle No. 33	131	Anishinaabemowin
78.	Northwest Angle No. 37	87	Anishinaabemowin
79.	Ojibways of Batchewana	446	Anishinaabemowin
80.	Ojibways of Hiawatha	139	Nishnaabemwin
81.	Ojibways of Onegaming	252	Anishinaabemowin
82.	Ojibways of Pic River	378	Anishinaabemowin

APPENDIX 5

	First Nation [1]	Population [2]	Aboriginal Languages Spoken [3]
83.	Ojibways of Walpole Island	1,829	Nishnaabemwin, Potawatomi
84.	Onye'A:KA (Oneida Nation of the Thames)	1,598	Oneida
85.	Pays Plat	78	Anishinaabemowin
86.	Pic Mobert	292	Anishinaabemowin
87.	Pikangikum	1,377	Anishinaabemowin
88.	Poplar Hill	233	Anishinaabemowin
89.	Rainy River	229	Anishinaabemowin
90.	Red Rock (Lake Helen)	193	Anishinaabemowin
91.	Rocky Bay	240	Anishinaabemowin
92.	Sachigo Lake	364	Anihshiniimowin
93.	Sagamok Anishnawbek (Spanish River)	993	Anishinaabemowin
94.	Sandpoint	107	Anishinaabemowin
95.	Sandy Lake	307	Anihshiniimowin
96.	Saugeen	128	Nishnaabemwin
97.	Seine River	273	Anishinaabemowin
98.	Serpent River	243	Anishinaabemowin
99.	Shawanaga	89	Anishinaabemowin
100.	Sheguiandah	99	Nishnaabemwin
101.	Sheshegwaning	119	Nishnaabemwin
102.	Shoal Lake No. 39	259	Anishinaabemowin
103.	Shoal Lake No. 40	146	Anishinaabemowin
104.	Six Nations of the Grand River	7,929	Mohawk, Oneida, Onondaga, Cayuga, Seneca, Tuscarora, Delaware
105.	Stanjikoming	20	Anishinaabemowin
106.	Sucker Creek	275	Nishnaabemwin
107.	Teme-Augama Anishnabai	120	Anishinaabemowin
108.	Thessalon	60	Anishinaabemowin

	First Nation [1]	Population [2]	Aboriginal Languages Spoken [3]
109.	Wabaseemong (Islington)	698	Anishinaabemowin
110.	Wabauskang	127	Anishinaabemowin
111.	Wabigoon Lake	115	Anishinaabemowin
112.	Wahgoshig	49	Anishinaabemowin
113.	Wahnapitae	63	Anishinaabemowin
114.	Wahta Mohawk First Nation	123	Mohawk
115.	Wapekeka	249	Anihshiniimowin
116.	Wasauksing (Parry Island)	259	Nishnaabemwin
117.	Washagamis Bay (Rat Portage)	233	Anishinaabemowin
118.	Washagamis Bay	120	Anishinaabemowin
119.	Wawakapewin	41	Anihshiniimowin
120.	Webequie	491	Anihshiniimowin
121.	Weenusk (Peawanuck)	169	Cree
122.	West Bay	740	Nishnaabemwin
123.	Whitefish Bay	517	Anishinaabemowin
124.	Whitefish Lake	221	Anishinaabemowin, Nishnaabemwin
125.	Whitefish River	290	Anishinaabemowin
126.	Whitesand	265	Anishinaabemowin
127.	Wikwemikong Unceded	2,311	Anishinaabemowin, Nishnaabemwin
128.	Wunnumin Lake	370	Anihshiniimowin

Source: Ontario Native Affairs Secretariat

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1 Ontario Native Affairs Secretariat, July 1992

2 (only Native people living on the reserve or in the settlement) Indian Registration Program, Indian and Northern Affairs Canada, January 1991

3 Ontario Native Affairs Secretariat, **Akwesasne to Wunnumin Lake. Profile of Aboriginal Communities in Ontario**, 1992.

First Nations and Languages of Origin

LANGUAGE	NATION (listed alphabetically)											
Algonquin	Golden Lake, Algonquins of											
Anihshiniimowin	Bearskin Lake	Big Trout	Deer Lake	Kasabonika Lake	Kee Way Win	Kingfisher Lake	MacDowell Lake	Muskrat Dam	North Spirit Lake	North Caribou Lake	Sachigo Lake	Sandy Lake
	Wapakeka	Wawakapewin	Webequie	Wunnumin Lake								
Anishinaabemowin	Aroland	Beaver House	Big Island	Big Grassy	Brunswick House	Cat Lake	Chippewas of Nawash	Couchiching	Dalles	Dokis	Eabametoong (Fort Hope)	Eagle Lake
	Fort William	Garden River	Ginoogaming	Grassy Narrows	Gull Bay	Henvey Inlet	Hornepayne	Lac Seul	Lac La Croix	Lac Des Milles Lac	Lake Nipigon Ojibway	Lansdowne House
	Long Lake #58	Magnetawana	Marten Falls (Ogoki Post)	Matachewan	Mattagami	Michipicoten	Mississauga #8	Naicatchewe-nin	Osnaburgh	New Slate Falls	Nibinamik (Summer Beaver)	Nicickousemenecaning
	Nippising	Northwest Angle No. 33	Northwest Angle No. 37	Ojibways of Batchewana	Ojibways of Onegaming	Ojibways of Pic River	Pays Plat	Pic Mobert	Pikangikum	Poplar Hill	Rainy River	Red Rock (Lake Helen)
	Rocky Bay	Sagamok Anishnawbek (Spanish River)	Sand Point	Seine River	Serpent River	Shawanaga	Shoal Lake No. 39	Shoal Lake No. 40	Stanjikoming	Teme-Augama Anishnabai	Thessalon	Wabaseemong (Islington)
	Wabauskang	Wabigoon Lake	Wahgoshig	Wahnapitae	Washagamis Bay	Whitefish Bay	Whitefish Lake	Whitefish River	Whitesand	Wikwemikong Unceded		
Cayuga	Six Nations of the Grand River											
Cree	Attawapiskat	Chapleau Cree	Constance Lake	Fort Severn	Fort Albany	Kashechewan	Mocreebec Indian Government	Moose Factory	New Post	Weenusk (Peawanuck)		
Delaware	Delaware of the Thames (Moravian)	Munsee-Delaware	Six Nations of the Grand River									

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APPENDIX 6

LANGUAGE	NATION (listed alphabetically)											
Mohawk	Mohawk Council of Akwesasne	Mohawks of the Bay of Quinte (Tyendinaga)	Six Nations of the Grand River	Wahta Mohawk First Nation								
Nishnaabemwin	Alderville	Beausoleil	Chapleau Ojibway	Chippewas of Georgina Island	Chippewas of Kettle & Stony Point	Chippewas of Nawash	Chippewas of Rama	Chippewas of Sarnia	Chippewas of Saugeen	Chippewas of The Thames	Cockburn Island	Curve Lake
	Mississauga of New Credit	Mississauga of Scugog	Moose Deer Point	Ojibways of Hiawatha	Ojibways of Walpole Island	Sheguiandah	Sheshegwaming	Sucker Creek	Wasauksing (Parry Island)	West Bay	Whitefish Lake	Whitefish River
	Wikwemikong Unceded											
Oneida	Onyé'A·KA (Oneida Nation of the Thames)	Six Nations of the Grand River										
Onondaga	Six Nations of the Grand River											
Potawatomi	Caldwell	Chippewas of Sarnia	Chippewas of Kettle and Stoney Point	Chippewas of Nawash	Ojibways of Walpole Island							
Seneca	Six Nations of the Grand River											
Tuscarora	Six Nations of the Grand River											

Aboriginal Language Training Provided in Native Literacy Programs

Program	Language	Enrolment	Telephone #
Chippewas of Rama First Nation, Rama	Nishnaabemwin	7	(705) 326-1510
Mohawk Council of Ahkwesahsne	Mohawk	47	(613) 575-1368
Mississauga Indian Reserve, Blind River	Anishinaabemowin	3	(705) 356-1621
United Native Friendship Centre, Fort Frances	Anishinaabemowin	15	(807) 274-8541
Anishnawbe Skills Development, Thunder Bay	Anishinaabemowin	41	(807) 623-6789
Ojibway-Cree Cultural Centre, Timmins	Anishinaabemowin, Cree	10	(705) 267-7911
West Bay First Nation, West Bay	Anishinaabemowin	13	(705) 377-5611
Hamilton Regional Indian Centre, Hamilton	Anishinaabemowin, Cayuga	16	(905) 548-9593
Niagara Regional Native Centre	Cayuga, Mohawk, Anishinaabemowin	60	(905) 641-4498
S.C.R.O.L.L., Southampton	Anishinaabemowin	20	(519) 797-2392

Centres for the Study of Aboriginal Languages, 1995/96

Brock University	Extradepartmental Studies (905) 688-5550	*Mohawk, Cayuga*
Cambrian College	Wabenode Institute, Nishnawbe Native Studies Department (705) 566-8101	*Anishinaabemowin*
Confederation College	Community Programs (807) 475-6110	*Anishinaabemowin*
Fanshawe College	University and College Entrance Program, Community Access Division (519) 452-4100	*Oneida, Anishinaabemowin* *No courses offered this year*
Lakehead University	Native Languages Program and Native Language Instructors Program, School of Education (807) 343-8110	*Anishinaabemowin*
Laurentian University (University of Sudbury)	Native Studies Department (705) 673-5661	*Anishinaabemowin*
Mohawk College	Continuing Education, Social Sciences Division (905) 575-1212	*Anishinaabemowin, Mohawk* *No courses offered this year*
Northern College	Continuing Education Department (705) 235-3211	*Cree* *Not offered this year*
Sault College	Native Studies Department (705) 759-6774	*Anishinaabemowin*
Trent University	Native Studies Department (705) 748-1011	*Mohawk, Anishinaabemowin*
University of Toronto	School of Continuing Education (416) 978-2400	*Anishinaabemowin*

University of Western Ontario	Centre for the Research and Teaching of Canadian Native Languages, Department of Anthropology (519) 679-2111, ext. 5042	*Mohawk*

In addition, many Aboriginal organisations, such as the Woodland Cultural Centre, Brantford, and the Wawatay Native Communications Society, Sioux Lookout, have been active in Aboriginal cultural and linguistic revitalisation.

List of Schools in Ontario Offering Aboriginal Languages As a Regular Subject, September 1995

Board of Education	School Name	Language	Enrolment	Telephone #
Bruce County	Saugeen District Secondary School	Anishinaabemowin	36	(519) 832-2091
Cochrane Iroquois Falls/ Black River	Ecole Secondaire Cochrane High School	Cree	6	(705) 272-4372
Fort Frances-Rainy River	Fort Frances High School	Anishinaabemowin	28	(807) 274-7747
Haldimand	Hagerville Secondary School	Mohawk Cayuga	25 30	(905) 768-3318
	New Credit Elementary School	Anishinaabemowin	72	(905) 768-5385
Hastings County	Moira Secondary School	Mohawk	74	(613) 962-8668
James Bay Lowlands	Northern Lights	Cree	321	(705) 336-2901
Eabametoong Education Authority	John C Yesno Education Centre Elementary & Secondary	Anishinaabemowin	250	(807) 242-8421
Kenora	Beaver Brae Secondary School	Anishinaabemowin	74	(807) 468-6401
Lakehead District R.C. Separate School Board	St. Patrick Secondary School	Anishinaabemowin	50	(807) 623-5218
Lambton County	Alexander Mackenzie Secondary North Lambton Secondary Sarnia Collegiate Inst. and Tech. St. Clair Secondary School	Anishinaabemowin Anishinaabemowin Anishinaabemowin Anishinaabemowin	24 29 11 13	(519) 542-5505 (519) 786-2166 (519) 336-6131 (519) 332-1140
London	Saunders Secondary School	Oneida Anishinaabemowin	48 28	(519) 472-1150
Manitoulin	Manitoulin Secondary School	Anishinaabemowin	62	(705) 377-5321

APPENDIX 9

Board of Education	School Name	Language	Enrolment	Telephone #
Moose Factory Island District School Area Board	Moose Factory Ministik	Cree	481	(705) 658-4535 (705) 658-4768
Mission District School Area Board	Mission Elementary	Cree	316	(705) 336-2365 (705) 336-2300
Mission Roman Catholic Separate School Board	Bishop Belleau	Cree	150	(705) 336-2619
Northern Nishnawbe Education Council	Washa Distance Education Centre	Anishinaabemowin	18	(807) 737-1488
Northumberland-Clarington Board of Education	Roseneath Centennial Public School	Anishinaabemowin	Gr 1-8	
Peterborough County	Lakefield District Secondary School	Anishinaabemowin	11	(705) 652-3333
Red Lake Board of Education	Red Lake Elementary School	Anishinaabemowin	106	(807) 727-2331 (807) 727-2676
Renfrew County Board of Education	St. James School	Algonquian	29	(613) 628-2927
Sault Ste Marie	White Pines Collegiate and VS	Anishinaabemowin	37	(705) 945-7181
Sudbury Board of Education	Sudbury Secondary School	Anishinaabemowin	30	(705) 674-7551
Stormont Dundas & Glengarry County	General Vanier Secondary School	Mohawk	110	(613) 933-5500
Timiskaming Board of Education	Laura McKenzie Learning Centre Elementary School	Anishinaabemowin	22	(705) 237-8982 (705) 647-7394
Toronto Board of Education	First Nations of Toronto Leslieville P.S. Earl Grey Sr.	Anishinaabemowin Anishinaabemowin Anishinaabemowin	89 14 20	(416) 393-0555 (416) 393-9480 (416) 393-9545

APPENDIX 9

Board of Education	School Name	Language	Enrolment	Telephone #
West Parry Sound	Parry Sound High School	Anishinaabemowin	23	(705) 746-5888
York Region	Sutton District High School	Anishinaabemowin	12	(905) 722-3281

VS - Vocational School

Source: Literacy and Basic Skills Section, Workplace Preparation Division, Ontario Training and Adjustment Board

Ontario School Boards with Native Languages as a Second Language (Elementary and Secondary) 1995

Cree (5)	Anishinaabemowin (18)	Algonquian (1)	Mohawk (3)	Cayuga (1)	Oneida (1)
Cochrane Iroquois Falls/ Black River Math	Bruce County	Renfrew County Board of Education	Haldimand	Haldimand	London
James Bay Lowlands	Fort Frances - Rainy River		Hastings County		
Moose Factory Island District School Area Board	Halimand		Stormont Dundas & Glengarry County		
Mission District School Area Board	John C Yesno S				
Mission Roman Catholic Separate School Board	Kenora				
	Lakehead District				
	Lambton County				
	London				
	Manitoulin				
	Peterborough County				
	Red Lake Board of Education				
	Sault Ste Marie				

Cree (5)	Anishinaabemowin (18)	Algonquian (1)	Mohawk (3)	Cayuga (1)	Oneida (1)
	Sudbury Board of Education				
	Timiskaming Board of Education				
	Toronto Board of Education				
	Washa Distance Education Centre				
	West Parry Sound				
	York Region				

Source: Policy & Research Analysis Branch, Ministry of Education and Training

Aboriginal Languages Taught in Schools on First Nations Territories In Ontario January 1996

School Names/Cities	Languages	Enrolment	Band	Band #
Cape Croker Senior School **Wiarton** (519) 534-1957	Anishinaabemowin	23	Chippewas of Nawash	122
Cape Croker Junior School **Wiarton** (519) 534-0719	Anishinaabemowin	125	Chippewas of Nawash	122
Standing Stone School **Southwold** (519) 652-1580	Oneida	200	Onye'A:KA	169
Quinte Mohawk **Deseronto** (613) 966-6984	Mohawk	300	Mohawks of the Bay of Quinte	164
Six Nations A **Ohsweken** (519) 445-0078	Mohawk	78	Six Nations	121
Six Nations B **Ohsweken** (519) 445-4665	Cayuga	200	Six Nations	121
Emily C. General* **Ohsweken**	Cayuga	194	Six Nations	121
J.C. Hill Elementary **Ohsweken** (519) 445-2256	Mohawk Cayuga	187	Six Nations	121
Jamieson Elementary **Oshweken** (519) 445-2232	none		Six Nations	121
Webequie Day School **Webequie** (807) 353-6491	Anihshininiimowin Anishinaabemowin	162	Webequie	240
Lansdowne House Day **Lansdowne House** (807) 479-2565	Anishinaabemowin	40	Lansdowne House	239
J.C. Yesno Elementary **Eabamet Lake** (807) 242-8421	Anishinaabemowin	200	Eabametoong	183
Henry Coaster **Ogoki Post** (807) 349-2532	Anihshininiimowin	40	Marten Falls	186

APPENDIX 11

School Names/Cities	Languages	Enrolment	Band	Band #
Christian Island Day **Penetang** (705) 247-2011	Anishinaabemowin	112	Beausoleil	141
Kettle Point & Stoney Hillside School **Forest** (519) 786-6903	Anihshininiimowin	200	Chippewas of Kettle & Stony Point	171
Walpole Island Elemen. **Wallaceburg** (519) 627-0712	Anishinaabemowin	380	Ojibways of Walpole Island	170
Wasauksing Kinomaugewgamik **Parry Sound** (705) 746-5663	Anishinaabemowin	73	Wasauksing	136
Sarnia Pre-Kindergarten **Sarnia**	none		Chippewas of Sarnia	172
Moraviantown Kindergarten **Thamesville** (519) 692-3623	Delaware	28	Delwarare of the Thames	167
Ahkwesashne Mohawk **Cornwall** (613) 932-3366	Mohawk	300	Mohawk Council of Ahkwesahsne	159
St. Regis Village Day **Cornwall** (613) 575-2323	Mohawk	156	Mohawk Council of Ahkwesahsne	159
Chenail Indian Day **Cornwall** (613) 575-2291	Mohawk	150	Mohawk Council of Ahkwesahsne	159
Curve Lake School **Curve Lake** (705) 657-3651	Anishinaabemowin	60	Curve Lake	161
Wiijinimbawyaang **Muncey** (519) 289-5763	Anishinaabemowin	140	Chippewas of the Thames	166
New Credit School **Hagersville** (905) 768-5385	Anishinaabemowin	70	Mississauga of New Credit	120
Muskegog Keewaytin School **Peawanuk** (705) 473-2527	Cree	55	Weenusk	146
J.R. Nakogee Elementary* **Attawapiskat** (705) 997-2114	Cree	328	Attawapiskat	143
St. Anne's Elementary **Fort Albany** (705) 278-3340	Cree Dialect	170	Ft. Albany	142
St. Andrews **Kashechewan** (705) 275-4405	Cree	500	Kashechewan	243

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School Names/Cities	Languages	Enrolment	Band	Band #
Lakeview School **West Bay** (705) 377-4988	Anishinaabemowin	170	West Bay	181
Beedaban School **Massey** (705) 865-2387	Anishinaabemowin	180	Sagamok Anishnawbek	136
Mattagami School **Gogama** (705) 894-2003	Anishinaabemowin	34	Mattagami	226
Shawonosowe Indian Day **Birch Island** (705) 285-4211	Anishinaabemowin	28	Whitefish River	230
Pontiac School **Wikwemikong** (705) 859-3133	Anishinaabemowin	176	Wikwemikong	175
St. Joseph's Anishnabek **Sheshegwaning** (705) 333-3292	Anishinaabemowin	50	Sheshegwaning	178
Wikwemikong Jr. School **Wikwemikong** (705) 859-3536	Anishinaabemowin	268	Wikwemikong	175
Dokis Indian Day School **Monetville** (807) 763-2210	Anishinaabemowin	10	Dokis	218
Onegaming Elementary **Nestor Falls** (807) 484-2612	Anishinaabemowin	13	Ojibways of Onegaming	131
Onegaming High School **Nestor Falls** (807) 484-2612	Anishinaabemowin	15	Ojibways of Onegaming	131
Islington School **Whitedog** (807) 927-2085	Anishinaabemowin	200	Wabaseemong	150
Wabshki-Penasi **Dinorwic** (807) 938-6684	Anishinaabemowin	15	Wabigoon Lake	157
Saskatcheway Anishinabe **Grassy Narrows** (807) 925-2201	Anishinaabemowin	195	Grassy Narrows	149
Windigo Island School **Oak Island, Minn.** (807) 733-3284	Anishinaabemowin	6	N.W. Angle 37	152
Pic Day School **Heron Bay** (807) 229-0630	Anishinaabemowin	82	Ojibways of Pic River	192
David Kejick **Kejick** (807) 733-2565	Anishinaabemowin	65	Shoal Lake 39	154
Ojibway Heritage School **Kejick** (807) 733-2315	Anishinaabemowin	50	Shoal Lake 40	155

School Names/Cities	Languages	Enrolment	Band	Band #
Bai-Bom-Beh-Anishinabe **Pawitik** (807) 226-5698	Anishinaabemowin	160	Whitefish River	158
Northwest Angle School **Angle Inlet, Minn.** (807) 733-2349	Anishinaabemowin	14	N.W. Angle 33	151
Migisi Sah Gai Gun* **Eagle River**	Anishinaabemowin	28	Eagle Lake	148
St. Kateri Tekawitha* **Gull Bay** (807) 982-2101	Anishinaabemowin	76	Gull Bay	188
Pic Mobert School* **Mobert** (807) 822-2134	Anishinaabemowin	75	Pic Mobert	195
Big Grassy School **Morson** (807) 488-5614	Anishinaabemowin	50	Big Grassy	124
Constance Lake Day **Calstock** (705) 463-4101	Cree	118	Constance Lake	182
Eleazar Winter Memorial* **Wapekeka** (807) 737-2315	Cree	68	Wapekeka	206
Michikan Lake School **Bearskin Lake** (807) 363-2570	Anihshininiimowin	120	Bearskin	216
Titotay School **Cat Lake** (807) 347-2102	Anishinaabemowin	100	Cat Lake	216
Aglace Chapman Educ. Centre **Big Trout Lake** (807) 537-2264	Anihshininiimowin	250	Big Trout	209
Wasaho School **Fort Severn** (807) 478-2590	Cree	100	Ft. Severn	215
Sineonokway Native **Kasabonika** (807) 535-2574	Anishinaabemowin	130	Kasabonika Lake	210
Mary Ann Aganash Memorial **Kingfisher** (807) 532-2057	Anihshininiimowin	92	Kingfisher Lake	212
Samson Beardy Memorial **Muskrat Dam** (807) 471-2524	Anihshininiimowin	50	Muskrat Dam	213
Eenchokay Birchstick **Pikangikum** (807) 773-1093	Anishinaabemowin	500	Pikangikum	208
Martin McKay Memorial **Sachigo Lake** (807) 595-2526	Anihshininiimowin	105	Sachigo Lake	214

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School Names/Cities	Languages	Enrolment	Band	Band #
Lydia L. Beardy School **Wunnumin Lake** (807) 442-2575	Anihshininiimowin	110	Wunnumin Lake	217
White Pine Ridge School **Lac Seul** (807) 582-3420	Anishinaabemowin	70	Lac Seul	205
Thomas Fiddler Memorial School **Sandy Lake** (807) 774-1229	Anihshininiimowin	550	Sandy Lake	211
David Meekis Memorial **Deer Lake** (807) 775-2055	Anihshininiimowin	230	Deer Lake	237
Victoria Linklater* **North Spirit** (through operator - 0920)	Cree	36	North Spirit Lake	238
A. Scatch Memorial School **Poplar Hill** (807) 772-8831	Anishinaabemowin	110	Poplar Hill	236
Missabay Community **New Osnaburg** (807) 928-2299	Anishinaabemowin	80	Osnaburg	203
Native Sena **Weagamow Lake** (807) 469-5201	Anihshininiimowin	130	Caribou Lake	204
Georgina Island **Sutton West** (705) 437-1337	Anishinaabemowin	15	Chippewas of Georgina Island	138
Lac La Croix Elementary **Lac La Croix** (807) 485-2402	Anishinaabemowin	50	Lac La Croix	127
Lac La Croix High School **Lac La Croix** (807) 485-2466	Anishinaabemowin	25	Lac La Croix	127

* - 1995 Figures

Source: Literacy and Basic Skills Section, Workplace Preparation Division, Ontario Training and Adjustment Board